



Cambridge IGCSE™ (9–1)

ENGLISH AS A SECOND LANGUAGE

0991/41

Paper 4 Listening (Extended)

May/June 2023

TRANSCRIPT

Approximately 50 minutes

This document has **12** pages. Any blank pages are indicated.

TRACK 1

R1 This is the Cambridge Assessment International Education, Cambridge IGCSE, June 2023 examination in English as a Second Language.

Paper 4, Listening.

Welcome to the exam.

In a moment, your teacher is going to give out the question papers. When you get your paper, fill in your name, Centre number and candidate number on the front page. Do not talk to anyone during the exam.

If you would like the recording to be louder or quieter, tell your teacher NOW. The recording will not be stopped while you are doing the exam.

Teacher: please give out the question papers, and when all the candidates are ready to start the test, please turn the recording back on.

[BEEP]

TRACK 2

R1 Now you are all ready, here is the exam.

Exercise 1

You will hear four short recordings. Answer each question on the line provided. Write no more than three words, or a number, for each answer.

You will hear each recording twice.

Pause 00'05"

R1 Question 1

(a) How much does the girl pay for the cinema tickets?

(b) What does the girl buy to eat during the film?

M: male, early twenties, UK accent

F: female, mid-teens, UK accent

M: * Hi, how can I help you?

F: Oh, hi. Could I get two tickets for *Race Against Time*, please?

M: Sure, that'll be £18.40, please?

F: That seems expensive. Isn't it cheaper for under-16s? We're both fifteen years old.

M: Sorry, my mistake. In that case, it's £12.60 for the two of you.

F: OK, great ... Actually, I'd like to get something to eat too. Crisps are probably a bit noisy during a film, but popcorn will be OK, and it's a bit better for you than sweets.

M: Small, medium or large?

F: Medium, please.

M: OK, is that everything?

F: Yes, that's it thanks.

M: Right, so are you paying with cash or card?

F: Cash, please. There you go. **

Pause 00'10"

Repeat from * to **

Pause 00'05"

R1 Question 2

(a) Who is the boy going to the concert with?

(b) What is the boy hoping to do in town after the concert?

F: female, teens, UK accent

M: male, teens, UK accent

F: * Are you doing anything exciting this weekend?

M: I am actually – I'm going to a concert on Saturday afternoon.

F: Wow, I wish I did things like that with my parents.

M: It's my cousin that's taking me, actually. She's old enough now, and lives nearby with my aunt and uncle. I can't wait!

F: So what concert are you going to?

M: It's a singer-songwriter called Marianne West – she's really good, apparently. It's on in the centre of town so we'll be able to do something when it finishes.

F: That's great.

M: My vote is to go ice-skating. It's either that or visit a museum – I've been to too many of those recently though. **

Pause 00'10"

Repeat from * to **

Pause 00'05"

R1 Question 3

(a) Where did the girl work as a volunteer for the charity most recently?

(b) When will the girl next work as a volunteer for the charity?

F: female, teens, UK accent

M: male, teens, UK accent

F: * I've been volunteering for an environmental charity recently.

M: Oh?

F: We pick up litter in loads of different places. It was on a beach the first time I went, and just yesterday I was doing it in a park – you wouldn't believe how much stuff we collected! There's another one coming up, which is by a river.

M: Is that the next one? I'd like to get involved in that.

F: Yes, but you'd need to meet the organiser first. If you want to come on the same one as me, you've got until Wednesday, when it's happening. That gives you tomorrow and Tuesday to meet her. I'll text you her details.

M: Thanks. **

Pause 00'10"

Repeat from * to **

Pause 00'05"

R1 Question 4

(a) What did the man buy on the website?

(b) What does the man like most about the website?

M: male, early twenties, UK accent

M: * Hi! I was calling to tell you about this great new website I've found. It's called *local-is-better-dot-com*, and sells everything from food to gardening equipment, all from local businesses. I was tempted to get a new jacket. They were more than I could afford, though, so I settled for a jumper in the end, which looks really warm. There are loads of advantages to using the website. The variety's nowhere near as good as using a big multinational company, but the main thing is that delivery is free. The prices are pretty reasonable too. Anyway, call me back. **

Pause 00'10"

Repeat from * to **

Pause 00'05"

R1 That is the end of the four short recordings. In a moment you will hear Exercise 2. Now look at the questions for this part of the exam.

Pause 00'20"

TRACK 3**R1 Exercise 2**

You will hear a university lecturer giving a talk about a country called New Zealand. Listen to the talk and complete the details below. Write one or two words, or a number, in each gap.

You will hear the talk twice.

F: female, early thirties, UK accent

- F:** * Hi, my name's Diana Kerr, and my talk today is about the country New Zealand, where I spent many years.

New Zealand's situated in the southern Pacific Ocean. It's formed of two large, main islands, known as North Island and South Island, which are surrounded by more than 700 minor ones of varying sizes, the largest of which has a population of only 400. In total, New Zealand has over 15 000 kilometres of coastline.

Because it's so far from other places, people only began living in New Zealand a few centuries ago. It was originally thought the earliest inhabitants arrived from other parts of the Pacific in approximately 1250, but more recent scientific studies have confirmed this happened no earlier than 1280, or in the few years following this.

The first settlers in New Zealand became known as Maori. Their name for their newfound home, which is still used today, is Aotearoa, and there are many possible translations of this. The most popular of these is 'long white cloud', but in many academics' views, the original meaning is more likely to be 'long bright world', a reference to the length and quality of the light in New Zealand compared to many other places.

So now to the geography of New Zealand. Before people came to live there, it's thought that most of the islands were covered in forest. It was pretty much impossible for trees to grow on around 20 per cent of the land as it was mountainous, but the remaining 80 per cent was thick forest. Only about 30 per cent of New Zealand remains forested today.

When European explorers first came to New Zealand, they were unsure exactly where it was in relation to other continents as there were obviously no maps of the area. On sighting New Zealand, explorer Abel Tasman and his crew believed they had arrived in South America, when in fact they were far closer to Asia.

The weather in New Zealand varies greatly depending on where you are. The far south of South Island gets extremely cold indeed while parts of North Island are almost tropical. The area of New Zealand which receives the most rain is in the western part of South Island, while its central region, just 100 kilometres or so away, has the lowest rainfall.

New Zealand today is one of the richest nations on earth. Most of its wealth has come from trading with other nations, with agricultural products like lamb, cheese and wool being its biggest exports. China is believed to have replaced Australia as its biggest market, with the European Union not far behind.

New Zealand's also known as a sporting nation. Playing in their famous all black kit, its rugby team has been considered one of the best in the world for many years, winning the world cup several times. While football's becoming an increasingly popular game for school-age New Zealanders to play, golf is at the top of the list of sports which grown-ups participate in, followed by tennis.

So, I hope you enjoyed my talk. Does anyone have any questions?*

Pause 00'30"

R1 Now you will hear the talk again.

Repeat from * to **

Pause 00'30"

R1 That is the end of the talk. In a moment you will hear Exercise 3. Now look at the questions for this part of the exam.

Pause 00'25"

TRACK 4

R1 Exercise 3

You will hear six people talking about part-time courses they are doing. For each of speakers 1 to 6, choose from the list, A to G, which opinion each speaker expresses. Write the letter in the appropriate box. Use each letter only once. There is one extra letter which you do not need to use.

You will hear the recordings twice.

R1 Speaker 1

F: female, mid-teens, light US accent

F: * I'm really into fashion, so I started a part-time jewellery-making course with a friend six months ago. The advert for it wasn't very impressive, to be honest, but it was the only course of its kind in the area so there wasn't much to choose from. Anyway, I knew I could give it up if it wasn't any good. I've no intention of doing that now, though, cos I'm learning so much and have made lots of new friends too. Who'd have believed it, after seeing that advert?

Pause 00'10"

R1 Speaker 2

M: male, mid-teens, UK accent

M: I'm doing a Saturday-morning music production course at the moment. The majority of my coursemates are looking to work in that field one day, whereas I've always seen it as just a leisure interest. It'd be more fun if they had the same attitude towards music production as me because they tend to take things very seriously, which means we've never become close. Anyway, I've got plenty of other friends and have been looking at other ways of filling my Saturday mornings, so probably won't be going for much longer.

Pause 00'10"

R1 Speaker 3*F: female, mid-teens, UK accent*

- F:** I've enjoyed playing games for years but had never considered learning to design them. Then a mate of mine, who's really into the idea of becoming a professional games designer, asked if I wanted to join a games-design course with him. I managed to resist for a while, but he brought the subject up so often, that in the end I gave in. I don't regret joining the course, and there's no way I'll stop going before it finishes, but I've learned I definitely prefer playing to designing games.

Pause 00'10"

R1 Speaker 4*M: male, mid-teens, light Australian accent*

- M:** I've done photography as a hobby for years but wanted to develop my skills further. I honestly couldn't decide between the intermediate-level course or the advanced, and ended up having to get guidance from one of the course tutors, who recommended the advanced one. I've become friends with many of my coursemates – they seem to know more about the technical aspects of photography than professional photographers do! I sometimes feel I'm not good enough to be on the course, but there's no way that'll ever convince me to give up.

Pause 00'10"

R1 Speaker 5*F: female, mid-teens, UK accent*

- F:** Although I never actually chose to do a drama course to make new friends, that's exactly what's happened – we've got on really well from the very first class. I don't think I've laughed as much in years, thanks to what they say and do during the sessions. It was actually my dad who suggested doing the course – he said he thought acting would really suit my personality type. He's right, and I have no doubts about my choice of course, but I can't imagine ever working in film or theatre.

Pause 00'10"

R1 Speaker 6*M: male, mid-teens, UK accent*

- M:** I love my creative writing course. I'd been looking to do one for ages, but there was nothing available where I live. I looked at other things, but I knew they wouldn't be right for me, then when the local college started this one, I didn't need any persuading to join. My aim is to become a writer and I'm pretty optimistic that the skills I'm developing will help me achieve that. The course is everything I wanted it to be. Maybe I'll develop some good friendships with coursemates too. **

Pause 00'10"

R1 Now you will hear the six speakers again.

Repeat from * to **

Pause 00'30"

R1 That is the end of Exercise 3. In a moment you will hear Exercise 4. Now look at the questions for this part of the exam.

Pause 00'25"

TRACK 5

R1 Exercise 4

You will hear an interview with a chocolate maker called Edward Yardley. Listen to the interview and look at the questions. For each question, choose the correct answer, A, B or C, and put a tick in the appropriate box.

You will hear the interview twice.

F: female, thirties, interviewer

M: male, thirties, chocolatier

- F:** * With us today is master chocolate maker, Edward Yardley. How did you become so fascinated by chocolate, Edward?
- M:** Well, like every child, I loved chocolate. I started keeping the different papers and packets the chocolate was wrapped in, and soon had whole albums full of them. A local museum I'd been to many times was planning to have an exhibition of unusual hobbies and my mum told them about my collection. They wanted to display it so I was very proud and realised then that chocolate must be something very special. Later, my wrappers even appeared on a local TV programme.
- F:** So did you study chocolate-making as part of your university course?
- M:** No, I actually studied art and design. I don't think I was a particularly talented artist, but I wanted to do something that allowed me to make stuff using my hands. I have no regrets about doing it, even though I haven't directly used the artistic skills I gained. That said, I can see the style I developed back then in many of the individual chocolates I create these days.
- F:** So what's a typical day in the life of Edward Yardley like?
- M:** Well, if you're imagining it's full of meetings with the famous stars who want me to create chocolates for them and their party guests, think again. It actually involves doing the same thing over and over again, until I get the results I want. Doing that would send most of the population to sleep! I much prefer that slow and steady approach to the increased stress we're seeing in many other professions these days.
- F:** How hard is it to come up with new flavours?
- M:** In recent years, there's been an explosion of new flavours and unusual mixtures of ingredients, so clearly there's no issue with coming up with fresh ideas. As a result, the number of suppliers providing high-class ingredients to put into chocolate has also risen greatly. Working out how much of each to use is the real challenge, though, and not everyone's able to do that.
- F:** What tips do you have for making the most of really good chocolate?
- M:** For me, it's not just about the taste, but also the smell, the sound it makes when you bite it and so on, so pay attention to those things too. There are those who suggest it should never be eaten after a meal in case what you've already eaten alters the flavour. I've never worried too much about that, though. Nor am I a great believer in the idea that each type of chocolate should be enjoyed with a particular drink.
- F:** What are your thoughts on chocolate-making contests?

M: I can totally see the appeal of them for both the public and chocolate-makers – cookery shows and competitions are everywhere. They're just not my thing, though – all that attention and so on, so I must admit I avoid them whenever possible. I've even received offers to judge a few, but turned them down for the same reasons.

F: Do you have any ideas for future projects?

M: I wondered about trying to create things like shampoo and shower gel with chocolate in them, as they're pretty popular these days. I decided in the end I'd need more of a background in chemistry to do that. And working for a large, well-known chocolate manufacturer has always suited me so I've no intention of setting up a business and coming up with my own range of products. I make lots of dishes in my free time which use chocolate though, so getting those published is on my list of things to do.

F: And finally, any advice for young chocolate-makers?

M: My original goal was to get experience alongside the best chocolate-makers in the world, but it was completely unrealistic. Developing a good range of cookery skills at college should have been top of my list. You may change your mind about becoming a chocolate-maker so that would give you more options. And don't try to create too many different things at the same time, as I did at first.

F: Thanks, Edward. **

Pause 00'20"

R1 Now you will hear the interview again.

Repeat from * to **

Pause 00'30"

That is the end of the interview. In a moment you will hear Exercise 5. Now look at the questions for this part of the exam.

Pause 00'30"

TRACK 6

R1 Exercise 5 Part A

You will hear a climate scientist called Marion Fordham giving a talk about the history of weather forecasting. Listen to the talk and complete the notes in Part (a). Write one or two words, or a number, in each gap.

You will hear the talk twice.

F: female, thirties, UK accent

F: *Hi everyone, my name's Marion Fordham and I'm a climate scientist, so my job is to study the weather. I've come to talk to you today about the history of weather forecasting.

People have been trying to predict the weather for thousands of years. Records from as long ago as 600 BCE from Babylon, in ancient Iraq, suggest that cloud shapes were used to make forecasts. In other parts of the world, other methods were used. In China, for example, the calendar was divided into 24 festivals, each of which was associated with a certain type of weather. Different

animal behaviours were used to predict short-term weather patterns in Japan and many other nations.

Methods of weather forecasting remained unchanged for the next 2000 years or so, until technological breakthroughs led to greater accuracy. The first of these, in the mid-15th century, measured how humid air was. The first thermometer, which was used to measure temperature, was created in the late 16th century, followed by a tool for recording air pressure called a barometer, which was first developed in the mid-17th century. All of these helped greatly with the accuracy of predicting the weather.

By the start of the 20th century, not a great deal had changed, but in the following hundred years, there would be a revolution in weather forecasting. A Norwegian scientist employed mathematical calculations as a way of creating forecasts. However, he only began doing this in 1904, decades before the arrival of the first computers, so it took many weeks of work to create one short forecast.

In the 1920s, electrical equipment for recording weather-related data had become more reliable, but also smaller and therefore easier to transport. Aircraft of the era were still unable to fly high enough to gather relevant information, so balloons performed this role instead, as they were able to travel up to 30 kilometres above the earth's surface before bursting.

In the 1930s, the arrival of information technology allowed for much improved weather forecasting. The USSR, as Russia was then known, launched the first ever satellite in 1957, and the United States followed in 1958. Since the first satellite to be sent into space specifically to help with forecasts was launched in 1960, this ever-more-sophisticated technology has been a continuous presence above earth.

Now, does anyone have any questions? **

Pause 00'25"

R1 Now you will hear the talk again.

Repeat from * to **

Pause 00'30"

R1 Part B

Now listen to a conversation between two environmental science students called Sally and James about how clouds can affect global warming, and complete the sentences in Part (b). Write one or two words only in each gap.

You will hear the conversation twice.

F: female, late teens, UK accent

M: male, late teens, UK accent

F: * That was an interesting talk on weather forecasts, James.

M: It was, Sally. And it's given us many ideas for our presentation on how clouds can affect forecasts about global warming.

F: I've found out that lots of current climate experts don't agree on figures for how much warming there will be. Some assume that clouds strongly increase global warming, while others suppose they have very little effect, or even reduce it slightly.

M: Really?

- F:** Yeah, so we have these unreliable ways of predicting climate change at a time when we really need accurate ones. And guess what? Clouds are the single most important factor behind the differences between predictions.
- M:** Wow! Well I found out that clouds can act like a mirror, cooling the Earth by sending the sun's energy back into space. But they can also act like a blanket, warming the Earth by preventing some of the heat in our atmosphere from escaping.
- F:** Makes sense.
- M:** And although you can get an idea of this in summer, the effect's particularly apparent during winter, when cloudy nights are typically much warmer than cloud-free ones. It's also why it's often cool at night in deserts, where a lack of clouds allows heat to disappear.
- F:** Yes, and which of these two effects dominates depends on the height and thickness of the clouds. As a general rule, high clouds, especially ones which aren't very thick, trap heat effectively, whilst big, dense ones reflect sunlight far better than other types of cloud. The atmosphere contains far more of these clouds than high, thin ones.
- M:** That's right. I also found out that global warming is altering the types of cloud and the amount of cloud cover worldwide, causing the balance between the mirror and blanket effects of clouds to change. The effect this will have on temperature is referred to as 'cloud feedback', and climate change forecasts really can't ignore it.
- F:** Yes, and as we all know, temperatures are rising due to more and more carbon being released into the atmosphere. Although the air may end up having three times as much carbon in it as we have today, lots of predictions use double the quantity to estimate increases in temperature. These estimates vary greatly but identifying the exact effect clouds have will really help to improve the accuracy.
- M:** Well we've got some great material, so we'd better start writing it up.**

Pause 00'25"

R1 Now you will hear the conversation again.

Repeat from * to **

Pause 00'30"

That is the end of Exercise 5, and of the exam.

In a moment your teacher will collect your papers. Please check that you have written your name, Centre number and candidate number on the front of your question paper. Remember, you must not talk until all the papers have been collected.

Pause 00'10"

R1 Teacher, please collect all the papers.

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ENGLISH AS A SECOND LANGUAGE 9–1

0991/41

Paper 4 Listening (Extended)

May/June 2023

MARK SCHEME

Maximum Mark: 40

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **8** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Exercise 1

Question	Answer	Marks
1(a)	£12.60 (for two) / twelve pound(s) sixty (for two)	1
1(b)	(medium) (sized) pop(-)corn	1
2(a)	(his / my) cousin	1
2(b)	(go) ice(-)skating	1
3(a)	(in) (a) park	1
3(b)	wednesday	1
4(a)	(a) jumper	1
4(b)	delivery is free / free delivery	1

Exercise 2

Question	Answer	Marks
5(a)	700 / 7 hundred / seven hundred	1
5(b)	1280	1
5(c)	bright world	1
5(d)	80 / eighty	1
5(e)	South America	1
5(f)	western	1
5(g)	China	1
5(h)	golf	1

Exercise 3

Question	Answer	Marks
6(a)	Speaker 1 E	1
6(b)	Speaker 2 G	1
6(c)	Speaker 3 A	1
6(d)	Speaker 4 B	1
6(e)	Speaker 5 F	1
6(f)	Speaker 6 C	1

Exercise 4

Question	Answer	Marks
7(a)	B	1
7(b)	A	1
7(c)	C	1
7(d)	A	1
7(e)	A	1
7(f)	C	1
7(g)	B	1
7(h)	A	1

Exercise 5 Part A

Question	Answer	Marks
8A(a)	festivals	1
8A(b)	air pressure	1
8A(c)	(mathematical) calculations	1
8A(d)	balloons	1
8A(e)	1960	1

Exercise 5 Part B

Question	Answer	Marks
8B(a)	unreliable	1
8B(b)	winter	1
8B(c)	reflect sunlight	1
8B(d)	feedback	1
8B(e)	double	1